DOCUMENT RESUME

ED 086 858 95 CE 000 892

TITLE	Program IMPACT: Community Service and Continuing Education. Fiscal Year 1974 Annual Program Amendment for the State of Tennessee.
INSTITUTION	Tennessee Univ., Knoxville. Inst. for Public Service.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	74
NOTE	22p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Education; *Annual Reports; Community Development; Community Leaders; Community Planning; Community Problems; *Community Services; Consumer Education; Government Employees; *Program Proposals
IDENTIFIERS	*IMPACT: Tennessee

ABSTRACT

In an effort to make the best use of limited federal funds available, Program IMPACT, Community Services and Continuing Education, authorized under Title I of the Higher Education Act of 1965, has attempted to narrow its focus to the priorities of three basic program areas: consumer Education--50 percent of program funds; Community Planning, Growth, and Leadership--35 percent; Governmental Organization Services--15 percent. The annual program amendment reviews the past activities of these three basic program areas as well as anticipates program thrusts and components in the future. (EA)

ED 086858

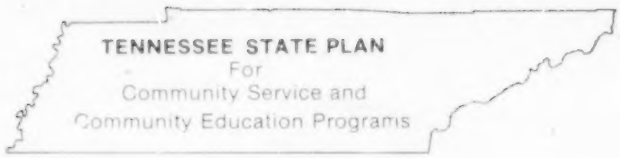
program IMPACT

Community Service and Continuing Education
Higher Education Act of 1965-Title I

FISCAL YEAR 1974

ANNUAL PROGRAM AMENDMENT

TO THE



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THE UNIVERSITY OF TENNESSEE
426 Communications and University Extension Building
Knoxville, Tennessee 37916
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TITLE I, HIGHER EDUCATION ACT OF 1965

ANNUAL PROGRAM AMENDMENT
TO THE
TENNESSEE STATE PLAN FOR COMMUNITY SERVICE
AND CONTINUING EDUCATION PROGRAMS
FOR
FISCAL YEAR 1974

Submitted by the State of Tennessee in accordance with the provisions of Title I of the Higher Education Act of 1965 (P. L. 89-329) and the Regulations promulgated thereunder (45 C. F. R., Chapter I, Part 173).

Approved by The University of Tennessee on June 14, 1973.

By _____
Associate Director
State Agency for Title I

By _____
Executive Director
Government-Industry-Law Center

By _____
Executive Director
Institute for Public Service

This is to certify that The University of Tennessee has been designated as the State Agency for the development and administration of activities in Tennessee under Title I of the Higher Education Act of 1965, and such designation approved by the U. S. Commissioner of Education.

Date on which amendment is effective: _____

CERTIFICATIONS

State of Tennessee. I hereby certify that the attached amendment was duly adopted by the State Agency on June 14, 1973, and will constitute the basis for participation of the State of Tennessee under Title I of the Higher Education Act of 1965 (P. L. 89-329).

June 14, 1973 _____

Vice President
for Urban and Public Affairs

State of Tennessee. I hereby certify that the attached annual program amendment of the State Plan submitted pursuant to Title I of the Higher Education Act of 1965 is in itself consistent with State law; and that, as amended, the said State Plan as a whole is consistent with State law.

June 18, 1973 _____
(Date)

_____
Governor

TITLE I, HIGHER EDUCATION ACT OF 1965

Annual Program Amendment
to the
Tennessee State Plan for Community Service
and Continuing Education Programs
for
Fiscal Year 1974

This document has been submitted to fulfill the requirements of Section 173.4 of the Regulacions governing Title I of the Higher Education Act of 1965. It has been prepared in accordance with Section 173.12 of the Title I Regulations and directives from the United States Office of Education.

A. PROCEDURES FOR IDENTIFYING COMMUNITY NEEDS

The State Agency for Title I in Tennessee completed a demonstration research project on the identification of community needs in Tennessee in 1966. It was the purpose of this project to demonstrate at least two things: (1) one means of identifying the community problems in Tennessee, and (2) methods of opening channels of communications or of beginning dialogues between these college and university staff members and selected members of the communities--governmental officials, influential community leaders, and lay citizens.

As a preliminary to the actual demonstration procedures, a survey instrument was developed which could serve both as a mail questionnaire and as a personal interview guide. At an organizational meeting of representatives from institutions cooperating in the demonstration research project held in Nashville, Tennessee, on June 22, 1966, the survey instrument was introduced and adopted as a guide for the collection of data on community needs in Tennessee. In an effort to utilize the special resources of each participating institution and to capitalize on their familiarity with their various service areas, the State was divided into eight areas and the various institutions of higher education were assigned the responsibility for the project and reporting the results in their respective areas. The geographical unit of community structure in the project was basically the county; however, the larger metropolitan areas were usually considered separately. Of the ninety-five counties in Tennessee, seventy-seven were visited at least once during the project and most were visited several times for the collection of data.

This project sought to make a valid identification of community needs through interviewing the people in a community who could provide information on (1) the problems which existed in their area, (2) the nature and extent of each problem, and (3) the priority of solving these problems. Selective processes, such as stratified random sample by census tracts or districts in the study area, were utilized in determining local citizens to be interviewed. In addition, interviews were held with selected officials in each county, such as elected chief officials of

counties and municipalities, county judges, school superintendents, county farm agents, hospital administrators, welfare workers, home demonstration agents, county health directors, heads of local employment security offices, directors of local planning commissions, chief law enforcement officers, officials of civic organizations, bankers, and newspaper publishers. These county and municipal officials provided much of the information for the area reports, but information from lay citizens was also utilized.

Representatives from these fourteen institutions of higher education in Tennessee participated in the collection of data for the identification of community needs in Tennessee: Austin Peay State University, Bethel College, Carson-Newman College, East Tennessee State University, Knoxville College, Lambuth College, LeMoyne-Owen College, Memphis State University, Middle Tennessee State University, Southwestern at Memphis, Tennessee State University, Tennessee Technological University, The University of Tennessee, Knoxville, and The University of Tennessee at Martin. The culminating activity of this demonstration research project was a Conference for Institutional Representatives, conducted in Nashville on August 4-5, 1967, which was attended by sixty-one representatives from twenty-one institutions of higher education in Tennessee and from various other State agencies. The Statewide Report was discussed, including problem identification and determination of priorities.

To supplement and up-date the data contained in the Statewide Report, the State Agency in March 1968 mailed questionnaires to 800 recipients of this document; the questionnaire specifically requested the identification of other outstanding community problems not mentioned in the Statewide Report and asked for examples of new valuable community service programs which could be undertaken. In addition, the State Agency has reviewed the research publications and literature of the Tennessee State Planning Commission, the Appalachian Regional Commission, the participating agencies in the Tennessee CAMPS (Cooperative Area Manpower Planning System), the Tennessee Education Association, the State Department of Education, the State Board for Vocational-Technical Education, the Tennessee Higher Education Commission, the Tennessee Law Enforcement Training Academy, the Tennessee Arts Commission, the State Comptroller of the Treasury, the Technical Assistance Centers at The University of Tennessee and Memphis State University, the Development Districts and Councils of Government, and the research units of the various institutions of higher education across the State. These data generally document and support the basic information contained in the Statewide Report.

During fiscal year 1971 an ad hoc Committee of the State Advisory Council was appointed to assist the State Agency in its efforts to sharpen the focus of problem areas and priorities for future Title I programming. This Committee decided that a new in-depth identification of community needs would closely parallel the results of the initial demonstration project in 1966, and recommended that the State Agency up-date this identification of problems on a continuing basis through the use of current research information and activities related to community problems and community service programming.

During the past year a number of activities involving the State Agency staff have contributed to a refinement of previously identified problem areas and to the determination of priorities for Title I programming.

Out-of State meetings included: the Seventh Annual Conference on Community Service and Continuing Education under Title I at San Francisco, California; a national meeting on the Urban Observatory program in Milwaukee, Wisconsin; a meeting with the staff of the USOE Community Service and Continuing Education Branch in Washington, D. C.; the Community Service and Continuing Education Eastern Regional Workshop at Columbus, Ohio; and the 58th Annual Conference of the National University Extension Association at Omaha, Nebraska.

The in-State Activities included: two meetings with members of State Government, including the Director of the Office of Urban and Federal Affairs and representatives of the State Comptroller of the Treasury at Nashville to discuss community service and continuing education programming needs, priorities, and other State and Federal programs; two meetings of the State Advisory Council and two meetings of the Executive Committee of the Council to consider problem areas, priorities, and program needs; one meeting with the Urban Observatory of Nashville-Davidson County to discuss program development; two meetings with the Memphis State University Community Services Center to discuss program planning and development; one meeting of professional adult educators at the Tennessee Adult Education Association; a one-day workshop for Title I project directors and institutional representatives; a two-day workshop in designing adult education programs; twelve planning sessions with the Statewide Consumer Education Program Development Committee; several meetings with representatives of local government to discuss program needs and priorities; a meeting with the State Commissioner of Economic and Community Development to discuss program development; and site visits and working conferences at selected campuses across the State to discuss program priorities and the specific aspects of community problems for current and future programming under Title I.

The procedure followed in previous annual program amendments was to include a section entitled "Community Needs in Tennessee." This section was an up-dated edition of the summary chapter of the 1966 demonstration project. This section was a detailed identification of problems in ten problem areas and included problems that could not be alleviated through community service and continuing education programs, problems that did not meet the current priorities under Title I programming, and problems that required programs that were not eligible under Title I.

Although this procedure was clear to the State Agency, it produced confusion among institutions of higher education who expressed an interest in participating under Title I in meeting some of the identified needs. In an effort to clear up the situation and explicitly limit Title I program stimulation to eligible priority problems, this detailed listing of all problems identified in the 1966 demonstration project is omitted from this annual program amendment. An adequate identification of priority problems will appear in each basic program area under Section C on The Statewide Program, FY 1974-1976.

B. STATEWIDE PROGRAM PRIORITIES, FY 1974-1976

For the past three years the State Agency has been involved in a continuous process to narrow the focus of Title I programming to three basic areas. This has been encouraged by the U. S. Office of Education in an effort to make the best use of limited federal funds available under this program. Concurrent with this process of narrowing the focus to three basic program areas, there has been an effort to limit the program thrust in each area to a few priorities in order to encourage a few projects, involving consortia arrangements where appropriate, that would have a more measurable impact on the problem areas.

Some progress has been made in three problem areas selected for fiscal years 1972 and 1973, but this has just been a start in the right direction. The State Agency feels it is best to continue this thrust in fiscal year 1974 and future years, as follows:

1. *CONSUMER EDUCATION* - *50 per cent;*

2. *COMMUNITY PLANNING, GROWTH, AND LEADERSHIP* - *35 per cent;*

3. *GOVERNMENTAL ORGANIZATION SERVICES* - *15 per cent.*

These three program areas were established after consultation with the State Advisory Council on May 15, 1973. Again, some of these areas of program emphasis appear to be broad, but priorities under each basic area will provide specific guidance to programmatic efforts of colleges and universities.

Due consideration has been given to the existence of other federally financed programs dealing with similar and other community problems (including the Model Cities Program, the Environmental Education Act, the Drug Abuse Education Act of 1970, the Education Professions Development Act, Title VIII of the Housing Act of 1964, the National Foundation on the Arts and Humanities, the Intergovernmental Personnel Act, the Appalachian Regional Commission, and the Office of Economic Opportunity), and to the resources of institutions of higher education that are existent for, and adapted to, the development and operation of community service programs related to specific aspects of the selected community problems.

The State Agency recognizes that substantial funds are available through other Federal and State programs for problems such as environmental quality, drug education, health, law enforcement, and transportation. Significant programs for these and other problems in a similar situation will not receive high priority in the program focus for fiscal year 1974. However, there may be supportive or cooperative roles for community service programs in respect to a number of these problems. The State Agency will not preclude the submission of proposals which are concerned with the above problems, or aspects of community problems which may not be specifically described in this annual program amendment.

The efforts to sharpen the focus on the problem areas and priorities for future Title I programming will be a continuous process. The selection of the above problem areas is a step in this direction.

The original aim of Title I to utilize as many institutions as possible in the program may suffer due to limited federal funding and the expedience required for continued funding in the short run. However, institutions which have previously participated in Title I programming in Tennessee could continue their participation through consortia arrangements. For such consortia to be truly viable and to be able to conduct meaningful programs, a real partnership effort in developing and conducting programs will be required by participating institutions. This will call for a sharing of responsibilities and duties to a degree not generally characteristic of previous consortia arrangements.

The State Agency also strongly encourages participating institutions to work closely with community organizations and government officials in their area in developing priority programs. *FOR REGIONAL AND STATEWIDE PROGRAMS MAXIMUM COOPERATION/COORDINATION WILL BE REQUIRED BETWEEN PARTICIPATING INSTITUTIONS, COUNCILS OF GOVERNMENT, DEVELOPMENT DISTRICTS, AND APPROPRIATE STATE GOVERNMENT UNITS.*

C. THE STATEWIDE PROGRAM, FY 1974 - 1976

Operating Philosophy and Statewide Objectives

It is the intention of Title I in Tennessee (1) to encourage all institutions of higher education to contribute as fully as possible to solution of community problems through community service programs, and (2) to encourage these colleges and universities to strengthen and improve their institutional competencies in community service programming for the ultimate purpose of assisting the people of Tennessee in the solution of community problems. This section on operating philosophy and statewide objectives is designed to help participating institutions to develop or improve or strengthen their community service programs aimed at helping people in solving the community problems identified by the State Agency as priority problems for Title I programming. The development of these services for Tennessee will be accomplished by a flexible, permissive system that encourages innovation rather than one that prescribes rigid approaches in detail.

Title I is designed to aid community service efforts in problem solving that are appropriate to higher education institutions. This, of course, requires a commitment on the part of the college or university to assist people in the solution of community problems and a desire to cement, on a more-or-less permanent basis, an effective and viable relationship between our institutions and our communities.

Ideally, any college or university desirous of participating in educational and training programs under Title I ought to do these three things: (1) ascertain its own commitment and interest in certain areas of community service, and not be tempted to let the federal funds stimulate

it to go in certain directions it does not desire to go; (2) determine which aspects of its public service program it wishes to develop and strengthen (which will also assist in the solution of identified community problems) and which aspects it would be willing to maintain in the future (when Title I funds are no longer available); and (3) at this point, submit Title I proposals that will (a) be in line with its own commitment and interests, and (b) aid the institution in the development of its identified community service program. This will preclude an institution of higher education from being stimulated in ways it does not desire to be stimulated.

Title I was enacted with the assumption that colleges and universities possess a body of knowledge, skills, and information which could be readily and effectively applied to the solution of community problems and that these institutions were just waiting for a vehicle such as Title I to be created so they could apply these resources. For all their knowledge and expertise, colleges and universities have not moved, as quickly and as effectively as anticipated, to get involved in their communities--however they define them. In fact, some institutions harbor a reluctance to do so, clinging to the traditional functions of teaching and research while giving only lip-service and catalog rhetoric to the function of community service and continuing education for adults.

The State Agency sees the problem of helping or encouraging higher educational institutions to become really meaningfully involved in their communities as a significant one in Tennessee. As mentioned above, a visible, tangible commitment on the part of the institutions to the public service function is a necessary condition for the resolution of community problems. In order for this commitment to be a sufficient condition, institutions must determine, individually, how they can best serve their communities in line with their particular strengths.

This problem is faced by two different groups of higher education institutions: (1) those who have been involved, in some way, in programs of community service prior to and after the enactment of Title I and (2) those who have not. In fiscal year 1974, all eligible institutions will again be encouraged to participate in the State program whether they have had a history of involvement in community service prior to enactment of Title I or not.

There are several institutions of higher education in Tennessee which are, in effect, urban universities. These institutions will flourish or perish along with the cities of which they are (or should be) a part. To be a really great (urban) university, these institutions must become involved in the city's problems; their faculties must play a role in the solution of the urban crisis. And this crisis is just as real in all of Tennessee's urban areas as it is in New York, Chicago, and Detroit. These institutions must apply their resources to the most pressing problems of the cities and our times. This message is clear; it is being stressed daily all across the nation. What is not clear is whether the message has been received and understood by these institutions of higher education in Tennessee!

Title I cannot hope to solve all the problems. But it can, for example, encourage higher education institutions: (1) to experiment with ways of getting various kinds of individuals and groups together to work out cooperative, community-wide solutions to human relations problems, with an emphasis on improved community dialogues; (2) to experiment with new ways of effecting attitudinal changes within specific groups and individuals, especially in approaches to the problems of poverty and race; (3) to experiment with new ways of training administrative personnel from various public and private agencies working directly with the poor; from non-profit and community neighborhood social and civic organizations in better understanding the problems of the poor; from government, business, and education in better relating to the poor; and (4) to experiment with ways for determining what institutional and/or community resources are necessary and sufficient to effect social change in the areas stressed in the Title I legislation.

The State Agency will operate under certain kinds of assumptions about community service as an educational process. These assumptions have entered into the development of this fiscal year 1974 annual program amendment and will affect how it is carried out.

1. Continuing education is a process for bringing subject matter experts to situations and locations where use can be made of their relevant skills and knowledge, whether within or outside of a classroom. Experts must be brought close to the problems if they are to be useful in solving them. Both short-range and long-range solutions may be sought.

2. Community service is not only the transfer of accumulated knowledge. It may mean making people aware of unvoiced or imminent concerns through action-directed research and problem-identification activities. It may also mean some accumulation of knowledge through result-oriented research.

3. There are no "best" educational formats or processes in community service. The essence is flexibility and inventiveness in devising mechanisms and situations for the application of knowledge to the needs of society.

4. Providing effective community service through the continuing education process to aid the citizens of the State in community problem solving requires a carefully integrated Statewide system intimately tied into the campuses of educational institutions of the State. The distribution of problems in Tennessee does not now and is not likely to fit the distribution of talent suitable to work on them. Administrative and staff costs will be lower and quality of service higher where the resources of all institutions are available throughout the State and are not "fenced off" in any way.

A variety of mechanisms already exist which currently are dealing with community problems. Educational efforts under this Act will need to blend with, supplement, improve, and assist other efforts as well as to

provide educational activities, services, and perspectives unique to higher education. The primary focus of Title I is the teaching-learning process in its various forms.

Possible Types of Activities

The following list of possible types of activities is designed to supply proposal applicants with suggestions about the various ways community service projects can be conducted.

1. Seminars, conferences, institutes, clinics, demonstrations, forums, or workshops on a local, regional, or Statewide basis.

2. Formal academic or nonacademic extension, correspondence, and continuing education courses taught off or on the college or university campuses.

3. In-depth training or inservice training programs such as week end or evening training for community economic and leadership development, for elected officials or judges, and so forth.

4. Counseling, technical assistance, and consulting services which are not available elsewhere in form or subject matter.

5. Experimental or demonstration action-directed research programs, designed for pilot work or evaluation, or designed to identify and develop new, expanding, or improved approaches to the solution of community problems.

6. Mass media, such as radio and television, to provide supplemental work in addition to current uses of this method or type of activity.

7. Other innovative programs of instruction and study, including pilot educational work to motivate community groups in developing techniques for successful community action programs.

Specific Aspects of the Statewide Program

To the fullest extent practicable, this annual program amendment is designed to contribute to the development of a comprehensive, coordinated, and Statewide system of Community Service and Continuing Education Programs; the specific aspects for which financial assistance is requested for the fiscal year ending June 30, 1974, are described above and below.

The State Agency will solicit program proposals from all eligible institutions of higher education in Tennessee by letter on August 1, 1973, and again on December 1, 1973. Fiscal Year 1974 program suggestions are grouped below according to the type of problem they attempt to resolve. *IT IS ESSENTIAL THAT LOCAL PARTICIPANTS AND COOPERATING AGENCIES BE SIGNIFICANTLY INVOLVED WITH STAFF MEMBERS AT COLLEGES AND UNIVERSITIES IN THE PLANNING OF PROGRAMS AND IN DEGINING THE LOCAL VARIATIONS OF THE PROBLEMS TO BE RESOLVED.*

CONSUMER EDUCATION. During fiscal year 1972 Consumer Education was established as a major category under Title I. A modest start was made for a Statewide program in Consumer Education through an informal consortia of ten campuses across Tennessee. This first year program was designed to provide consumer education training for professionals, paraprofessionals, and volunteers who work with the disadvantaged. This Statewide program effort has reached 2000 such individuals. This initial effort was a curative approach and, admittedly, would be limited in its impact due to the degree of distress in the social and economic status of the various individuals in the ultimate beneficiary group.

In an effort to develop a comprehensive program incorporating a preventive approach, the first year program was expanded to include a pilot inservice training workshop for public school personnel designed to increase their awareness and informational level in Consumer Education affairs in order to incorporate Consumer Education into the public school curriculum. This pilot workshop in five school systems reached 400 teachers in grades 5, 6, 7, and 8. This component has significant potential for cooperative programming between higher education and public schools.

Second year (FY 1973) activities have continued and expanded the curriculum development work with public school systems, initiated similar workshops for adult basic education teachers, provided Consumer Education information directly to the consumer (disadvantaged or otherwise), and worked with the business community in the area of credit management and counseling. Increased federal funding has enabled the State Agency to involve three new institutions and add a mass media component to augment this comprehensive Statewide effort in Consumer Education.

In Tennessee, as almost everywhere, it is common knowledge that most of us can increase our buying power by utilizing better consumer practices. In the case of the poor, unwise spending is often the cause of poor nutrition, poor health, legal problems, and so forth. Ignorance of how to buy, what to buy, and the pitfalls to avoid all contribute to wasted dollars and a lower standard of living.

The real need for Consumer Education can be seen when the dimensions of poverty in Tennessee are realized. The Manpower Report of the Governor, State of Tennessee, 1973, indicates that: *If one were to construct a profile of the poverty family in Tennessee in 1970, the following prominent characteristics would emerge. In terms of absolute numbers, families in poverty consist primarily of rural white families. Fifty-four percent (132,676 of 244,218) of all families below the poverty line in 1970 were located in rural places. An overwhelming majority (119,395 of 132,672) of these rural poverty families were white in 1970. Tennessee urban poverty included 69,997 white families and 41,549 Negro families below the poverty line in 1970.*

During fiscal year 1974 the State Agency will continue this thrust in Consumer Education. Even devoting 50 per cent of program funds to this category will only provide limited funds, so it is expected that this effort in Consumer Education will continue in future years. The State Agency has established a Program Planning Council, consisting of the fourteen participating campuses and cooperating State agencies and private organizations, to consult with it on specific program thrusts and components in the future. The long range goals for this program are:

(1) To provide information which will increase understanding of consumer affairs, including the development and dissemination of materials and information.

(2) To develop those necessary skills and competencies to optimize utilization of time and income (resources).

One of the main concerns of a program in Consumer Education is an effective means of communication. With 244,218 families below the poverty line, there will be a strong reliance on the mass media component to reach a reasonable cross section of this group. However, each of the participating institutions will offer consumer affairs information directly to the consumer with a goal of 2000 participants for FY 1974. The pilot curriculum development work with public school systems will be expanded to reach an additional 1200 teachers. Further expansion of this program component will have to be supported by legislative appropriations through the State Department of Education. The third program component for adult basic education teachers should reach 80-100 percent of the 1000 teachers in this target population. It is projected the fourth component for the business community will reach 500-600 personnel involved with credit management and counseling.

Program projections for fiscal years 1975 and 1976 would continue an emphasis on the use of mass media to reach the general public and the large target population below the poverty level. Activities of a direct nature with the consumer will be continued, with plans made to reach an additional 2000 individuals in each year.

Because of the extent of this problem area, the limited funds available under Title I, and the many other State, Federal, and business programs in Consumer Education, Title I will have to serve primarily as a stimulating force for a more comprehensive, cooperative program involving the resources available.

COMMUNITY PLANNING, GROWTH, AND LEADERSHIP. Proposals in this category are based upon the concept that the community development process must involve the desire of a community to seek assistance from colleges and universities to improve the overall conditions of the community. This appears necessary whether this desire or request is stimulated by the institution or is originated within the community. This concept involves the use of higher education resources as the community identifies: (1) its problems, (2) available or potential resources, and (3) approaches to solving the problems or improving the specific conditions existent in the community. Especially suitable for this area would be educational programs designed

to improve government-citizen relationships through a better understanding of how government functions, what the needs are for tax revenues, the source of tax revenues, and reasonable alternatives to government-controlled, tax-financed programs. Educational programs in this category could be designed for government officials and employees, leaders in the community, citizens within the community, or a combination of people from these three constituencies. These programs would primarily be designed to improve some aspect of the collective status of the community.

The State Agency will encourage two program thrusts under this category. The first thrust will be devoted to encouraging interested and selected institutions of higher education to become involved in community service programming through first-time projects under Title I in the area of community development programs. These first-time projects will be designed to get the participating institution involved in its immediate community, on a small scale, to demonstrate the feasibility and value of community service programming. These projects will be limited to a few institutions per year for the next several years, and there will be a requirement for the institution to demonstrate its continuing commitment to community service programming. An attempt will be made to include these first-time participating institutions in consortia arrangements in an effort to provide optimum assistance to their initial program efforts.

Related to this program thrust of involving new institutions in community service programming, there will be a continuing effort to encourage experienced institutions to conduct programs of assistance designed to help those institutions not actively involved in community service programming. During fiscal year 1972 the State Agency funded two projects with this purpose in mind: (1) the program on "Private Higher Education Approach to Community Service" conducted by Southwestern at Memphis, involving the president and adult education director of the forty private colleges and universities in Tennessee; and (2) the "Public Community College Project" conducted by The University of Tennessee, Knoxville, for the nine State-supported community colleges in Tennessee. This second program led to the funding of an expanded effort in fiscal year 1973 to provide "Staff Assistance to Public Community Colleges" on a pilot basis for five of the nine public community colleges. It is expected that this pilot program would be expanded to all public community colleges during fiscal year 1974. The State Agency is trying to stimulate a follow-up effort to the first program for the private colleges in Tennessee.

The second and main thrust of this category will be the stimulation of programming in several selected priorities in the broad area of community development, including specifically:

1. In the area of planning, programs designed to promote community involvement in planning and in the reduction of social disorganization. These would be, for example, training courses for citizens involved in local planning; the promotion of understanding of planning objectives by citizens affected by housing and urban renewal; conferences and seminars to stimulate civic participation and leadership; programs to interpret the

process of social change to those affected by it, to enable them effectively to participate in directing change; action-directed research in new approaches to involving citizens and officials in local and regional planning for change; and leadership training activities, designed to help community leaders and potential leaders develop skills in the analysis of problems and in the planning of community action programs for their amelioration.

2. During FY 1973 the State Agency funded three localized community leadership and/or goals development programs in different sections of the State. It is projected that these three projects and other developments will be utilized to develop a Statewide effort in this area during fiscal years 1974-1976. The State Agency is working with the State Commissioner of Economic and Community Development (a new department created by the Economic and Community Development Act of 1972) on long range plans in this area. It is estimated that the initial effort of these three projects will work with 300 community leaders at the top and middle management level. Programming during FY 1974 will be based on the results of these three projects and will be expanded to other selected areas of the State. It is projected that activities in leadership development will reach 400-500 community leaders in the expansion areas.

GOVERNMENTAL ORGANIZATION SERVICES. This category would include formal training, technical and consulting services, and educational programs for State and local (city, county) government personnel.

The first priority in this category is formal training for State and local government personnel. It is highly desirable that training efforts under this category be coordinated on a Statewide basis with existing programs at the State and Federal level and other programs that might be developed. More specific program direction and training priorities will be possible with the implementation of the "Coordinated Statewide Local Government Training System" funded under Title I during fiscal year 1973.

One of the most pressing problems of any local government is the source and amount of revenue. The basic tax for local governments in Tennessee is the property tax. In addition to the constitutional use of property taxes for education raised in other states, Tennessee has an amendment to its Constitution (August 1972) that affects the classification of property for purposes of taxation. While Tennessee has probably done more than most other states to upgrade the training of tax assessors and the administration of the property tax in the last several years, this amendment to the State Constitution will necessitate extensive new training activities at an early date. This training need could become the major, and perhaps the only, priority under the Governmental Organization Services category. The target population would be 150 tax assessors and their assistants from the 95 counties in Tennessee. A comprehensive program during fiscal year 1974 could meet this need and this would not require additional funds in future years.

The second priority in the Governmental Organization Services category is educational programs of assistance for counties. As a result of reapportionment, new elections, reduction in the size of county courts, and new administrative arrangements in many counties, there is a real need for educational programs to aid in the solution of problems. County governments, in general, are composed of some public offices which are outdated and not as effective as might be desired. County officials cannot function effectively under some of the existing statutory regulations and general laws. Many county officials are generally untrained and most are underpaid.

There is a great need for educational programs and technical assistance in such areas as organizational structure of the county court, fiscal practices, purchasing procedures of the county, assisting magistrates and other officials in developing methods to more effectively carry out their roles and responsibilities, and a general upgrading of county management capability.

There have been only limited programs by institutions of higher education to meet the needs of county government units and officials. The Tennessee General Assembly has authorized and funded the establishment of a County Technical Assistance Service at The University of Tennessee. The State Agency will be working closely with this new unit in exploring additional educational program needs of counties. It is too early to project the type of activities that might be developed through Title I programming in conjunction with this new unit.

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Although the State Agency firmly endorses the concept of long range planning, it is also aware of the fact that any long range plan must be constantly reviewed and updated to meet changing needs and the latest developments. The State Agency has always tried to exercise the maximum amount of flexibility to meet changing needs and situations; and while we shall adhere to the Federal requirements for this program, conditions existent in Tennessee at this point in time indicate that long range plans (3 years) should continue to be general rather than overly prescriptive. This operational procedure of general goals and maximum flexibility appears to be one of the major strengths of the Title I Community Service Program, which is a forerunner of the "New Federalism" and revenue sharing.

D. COORDINATION WITH OTHER PROGRAMS

The State Agency for Title I has a close working relationship with the State administrator of the Intergovernmental Personnel Act in the State Department of Personnel as mentioned earlier in this amendment. The State Agency also works closely with the Director of the State Office of Urban and Federal Affairs who represents the Governor's Office with regard

Intergovernmental Relations in Tennessee. Title I has funded projects in all four Model Cities programs in previous years, but our experience has been that these programs have hired educational resources on their own when the need arose. After all, each of the programs receives annually more than Title I in Tennessee has received in the last four fiscal years.

There has been no effort to coordinate with the Drug Abuse and Environmental Education programs in Tennessee since these are not current Title I program priorities. There are State and local programs in both of these problem areas in most cities in Tennessee. Furthermore, early program efforts in drug abuse under Title I were not effective in reaching adults and did not stimulate interest among participating institutions of higher education. The State Agency will establish a working relationship with these two programs during fiscal year 1974 for future planning purposes.

E. PROPOSAL SUBMISSION DEADLINES

The State Agency observes at least two funding processes each fiscal year. The final closing dates for program proposal submission are: fall funding--November 15, 1973; and spring funding--March 15, 1974. The State Agency will generally approve proposals within 6-8 weeks of these submission deadlines. All proposals will be approved prior to June 30, 1974.

F. NOTICES OF ACTIVATION

Notices of Activation on projects funded under Title I will be forwarded to the Community Service and Continuing Education Branch, Division of University Programs, U. S. Office of Education within 15 days after the date of approval of each project by the State Agency.

G. ADMINISTRATIVE REVIEW AND EVALUATION

The State Agency will make periodic, systematic and objective administrative reviews and evaluations in order to assess the status and progress of particular projects in terms of this annual program amendment and overall objectives stated in the plan. The State Agency does not anticipate any special plans for evaluation of its operations beyond the internal Management By Objectives process.

H. FEDERAL FUNDS REQUESTED AND ANTICIPATED BUDGET

The amount of federal funds requested in support of this Community Service and Continuing Education program for fiscal year 1974 is Tennessee's allocation of the Congressional appropriation for Title I. Since there is no accurate indication of what this appropriation will be, the State Agency is optimistically requesting $265,000 in federal funds for FY 1974 to undertake the program outlined in this amendment.

Program Budget:

	Federal Funds	Matching Funds	Total Funds
Program Category:			
1. Consumer Education	$170,000	$ 85,000	$255,000
2. Community Planning, Growth, and Leadership	119,000	59,500	178,500
3. Governmental Organization Services	51,000	25,500	76,500
Total	$340,000	$170,000	$510,000

(NOTE: The percentage of program funds indicated above is based on the 66 2/3 - 33 1/3 matching arrangement now in force under Title I legislation; the total federal program funds, exclusive of the $25,000 for administration, are estimated to be $340,000.)

Administrative Budget:	Federal Funds	Matching Funds	Total Funds
Personnel Services	$ 16,934	$ 12,566	$ 29,500
Professional ($23,100.00)			
Non-Professional ($ 6,400.00)			
Employee Benefits	1,407	1,043	2,450
Travel (Staff, Consultants, and State Advisory Council)	3,559	2,641	6,200
Office Supplies and Materials	402	298	700
Communication	2,296	1,704	4,000
Program Audits	402	298	700
Total	$ 25,000	$ 18,550	$ 43,550

Program Budget, FY 1975-1976:

The State Agency projects that at least $340,000 plus administrative costs per year will be necessary to provide adequate support during fiscal years 1975-1976.

Program Category:	Federal Funds	Matching Funds	Total Funds
1. Consumer Education	$170,000	$ 85.000	$255,000
2. Community Planning, Growth, and Leadership	119,000	59,500	178,500
3. Governmental Organization Services	51,000	25,500	76,500
	$340,000	$170,000	$510,000

I. ADDENDUM

This addendum is designed to provide some additional information on the general goals and measurable objectives in the three basic program categories and the priorities within these categories. Of course, all individual projects that are funded will contain objectives that will be measured by appropriate evaluation procedures. Information is also provided here that will indicate the linkages between the Title I program and other State and Federal programs in Tennessee.

In addition to the programmatic achievements of the Statewide Consumer Education Program, the development of this program has fostered the creation of a community service delivery system in Tennessee. This system began with ten institutions in the first year, has been expanded to fourteen institutions the second, and could conceivably be expanded to include additional institutions to meet specific program needs within available resources. The initial ten institutions in this informal consortia have worked with the Tennessee Department of Mental Health in developing a comprehensive public and career education program that will probably involve additional institutions of higher education across the State.

The Statewide Consumer Education Program has worked closely with the Tennessee Department of Education in developing and conducting activities for the selected public school systems and adult basic education teachers. This working relationship will be crucial in the quest for additional funds to expand programming activities to all school systems in Tennessee. This Statewide effort will also work closely with the newly created Division of Consumer Affairs in the State Department of Agriculture.

The State Agency views the Community Planning, Growth, and Leadership category as increasingly important in the total program effort under Title I. There is a demonstrated commitment to strengthen the community service capability of the relatively new public community college system in Tennessee. Through this effort the community colleges will be able to initiate new community services programs, reach more audiences with a greater variety of programs, and intensify their contact and working relationship with their local community/service area. In addition, this effort will help develop a strong relationship between the community colleges and The University of Tennessee, thereby enabling the University to strengthen its academic and service resources that are relative to community colleges. This effort would be continued, refined, and upgraded during FY 1975 in conjunction with the public community college governing board (State Board of Regents) if it proved feasible. Current activities are designed to promote cooperative programming between the community colleges and appropriate public service activities of The University of Tennessee. Three of the community colleges are involved in the Statewide Consumer Education Program.

The new effort in community leadership development is viewed as a long term commitment through FY 1975 and 1976.

Under the Governmental Organization Services category the major accomplishment has been the creation of the Statewide Local Government Training System under Title I programs funded in FY 1971 and FY 1973. The Governor's Office, the Tennessee Municipal League, the Tennessee County Services Association, The University of Tennessee System, and the State Board of Regents System have been instrumental in the establishment of this new delivery system for local government training. Governor Dunn has appointed an Advisory Council for Local Government Training Policy to recommend plans and programs relating to the full range of training needs of Tennessee local governments. This includes policy and planning relating to training, review of State and Federal programs for support of training, establishment of priorities for training, and evaluation of the effectiveness of training activities.

The initial group of ten campuses which will serve as regional local government training centers are the six senior institutions of the Board of Regents System and the four academic campuses of The University of Tennessee System. The University of Tennessee Center for Government Training serves as the central administrative and operating agency for the Tennessee Local Government Training System. Each regional center cooperates to the degree and in the fashion determined by its own administration, working with the Center for Government Training in the manner most acceptable to each as it begins to utilize its resources for training. An Advisory Committee of Cooperating Institutions provides the basic means for each institution to communicate its desires to be involved in specific training programs. In serving as a staff to the Advisory Council each participating institution will be a part of the total policy planning and development of training.

It is an early aim of this government training delivery system to involve interested public community colleges and private institutions in appropriate programming activities. This system may be utilized in developing the governmental aspects of community leadership development.

The State Agency has observed a policy of low priority for environmental education which has restricted the funding of projects in this area of concern. However, this policy does not restrict working with environmental concerns or coordination with environmental programs. The State Agency has funded in FY 1973 a project on "Energy Demand and Conservation" in cooperation with the Task Force on State Energy Policy. Close contact will be maintained with both of these efforts to determine implications for future program direction under Title I.

The State Agency, as a unit of the Institute for Public Service at The University of Tennessee, is closely involved with public service efforts throughout the University System. A close working relationship exists between the State Agency and the State Office of Urban and Federal Affairs, which is involved in a broad range of State and Federal programs including the Law Enforcement Assistance Act and Model Cities.

Program IMPACT
COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
Title I of the Higher Education Act of 1965

Program IMPACT—as authorized under Title I of the Higher Education Act of 1965 (Public Law 89-329), enables the U.S. Commissioner of Education to make grants to States to strengthen the community service program of colleges and universities. The act does not restrict the types of problems which institutions of higher education may assist the people to solve, but does indicate some of the problem areas which Congress had in mind, such as housing, poverty, government, recreation, employment, youth opportunities, health, transportation, and land use.

In defining community service under the act as an "educational program, activity, or service, including a research program," this legislation keeps college and university involvement in community problem solving within the parameters of the generally accepted mission and functions of higher education in the United States—teaching, research, and public service. The act does not demand that colleges and universities violate or ignore their traditional roles and become master problem solvers. It simply encourages institutions of higher education, in partnership with their communities and through specially designed educational programs, to lend their expertise to the community's efforts to ameliorate its problems. A highly effective demonstration has emerged of Federal-State teamwork in strengthening the community service dimension of higher education, and in providing problem-solving assistance to American communities.

Program IMPACT is administered as a State operation under a State plan prepared by a State agency in each State and approved by the U.S. Commissioner of Education. Each State agency, assisted by an advisory council, establishes priorities among problem areas, approves all project proposals from colleges and universities, and allots available resources to conduct projects. While the State agency assumes a significant and active role, the U.S. Office of Education provides consultation in program planning, exercises leadership in improving program performance, and encourages activities designed to meet national needs. One third of total program cost must be met with non-Federal funds. The program is conducted in all 50 States, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands.

For further information contact the:

State Agency for Title I
426 Communications Building
The University of Tennessee
Knoxville, Tennessee 37916

Program IMPACT: Institutions and Municipalities in Partnership Assisting Communities through Teamwork